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EVALUATION REPORT--ESEA PROGRAM OF COMPENSATORY EDUCATION. ABSTRACT.

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THE EVALUATION STUDIES OF OAKLAND'S COMPENSATORY EDUCATION PROGRAMS FUNDED UNDER TITLE I OF THE 1965-66 ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) ARE SUMMARIZED IN THIS ABSTRACT OF THE FULL REPORT ON THE PROGRAMS. THE PROJECT AS A WHOLE HAD SEVEN PROGRAM COMPONENTS--REMEDIAL AND CORRECTIVE SERVICES, SUPPORTIVE AND AUXILIARY SERVICES, SUMMER SCHOOL, EARLY CHILDHOOD EDUCATION, CULTURAL ENRICHMENT, INSERVICE EDUCATION AND CURRICULUM DEVELOPMENT, AND TEACHER AIDE SERVICES. THE EVALUATION FORMAT CONTAINS A DESCRIPTION OF EACH OF THESE PROGRAMS, THEIR FINDINGS AND CONCLUSIONS ABOUT THEIR EFFECTIVENESS, AND A REFERENCE TO THE LOCATION OF THE RELEVANT MATERIAL IN THE FULL REPORT. ALSO INCLUDED HERE IS A REPORT OF THE PARENT INTERVIEW SURVEY OF OPINIONS ABOUT THE ESEA PROGRAM SERVICES. (NH)

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OAKLAND PUBLIC SCHOOLS
Research Department

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EVALUATION REPORT: ESEA PROGRAM OF COMPENSATORY EDUCATION

Prepared in cooperation with:

Division of Elementary Education

Division of Secondary Education

Division of Administrative and Special Services

Department of Special Urban Educational Services

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INTRODUCTION

The purpose of this abstract is to summarize the results of the 1965-66 ESEA Title I evaluation studies which are presented in complete form in the publication, Evaluation Report: ESEA Program of Compensatory Education. Like the full report, the basic organization of this abstract follows the general outline of the original Oakland Public Schools Title I Application for 1965-66.

Beginning in February of 1966 an expanded program of compensatory education services were provided to over 12,500 pupils residing in the Oakland Public Schools ESEA Target Area. The fifteen schools involved in the program were McClymonds Senior High, Havenscourt Junior High, Hoover Junior High, Lowell Junior High, and the following elementary schools: Bunche, Clawson, Cole, Durant, Highland, Lafayette, Lazear, Lockwood, Prescott, Willow Manor, and Woodland.

The results of the first ESEA Title I evaluation studies presented in this report are encouraging. However, the relatively short period of time the program was in operation imposed a number of restrictions on program evaluation. First of all, securing qualified personnel, purchasing facilities, and obtaining equipment and supplies continued throughout the entire spring semester. In a few instances positions for specialized personnel were not filled, and many schools reported that various supplies and equipment ordered in February did not arrive until late spring.

Secondly, a number of problems arose which relate to the specific evaluation procedures undertaken. The schedule for obtaining test results and teacher ratings early in the spring semester was badly disrupted because of teacher and pupil illness during the February and March flu epidemic. Also the relatively short period of time during the spring semester made it difficult to fully develop the research design as well as to construct and analyze the results from the many rating scales, questionnaires, and other instruments used in the various studies.

A third area relates to the character of the evaluation problem itself. Obviously the crippling effects of many years of cultural and economic disadvantage cannot be reversed for pupils within the period of a few months. Our studies indicate encouraging short-range results; however, it is anticipated that longitudinal studies of pupils participating continuously in the program over a period of several years will provide greater evidence of the effectiveness of the Oakland Public Schools compensatory education program.

Although separate reports have been prepared for specialized services rendered, it must be remembered that the Oakland Public Schools compensatory education program, as in other districts, was global in nature. No attempt has been made in the evaluation to single out the unique contribution or effects of a particular service or activity. Therefore, in interpreting the pre and post achievement test results, for example, it is assumed that the whole constellation of extra services provided for pupils contributed to the gains observed.

The cooperative efforts of many people have made the successful operation of the program and the publication of this report possible. Much credit is due to the many principals, teachers, parents, and central office personnel who contributed to the program and to this report.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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CHAPTER I

EVALUATION OF REMEDIAL AND CORRECTIVE PROGRAMS

Program Description:

The major activities initiated under Project I - Remedial and Corrective Programs - have formed the core of the entire ESEA Program of Compensatory Education. Under this Project there has been a massive attempt to raise achievement levels in the language arts skills areas and to stimulate improved educational motivations and aspirations. There have been marked increases in the instructional staffs at all schools in order to provide for greater amounts of individualized and small group instruction. Reading specialists, and enriched resources of instructional materials and equipment have been added at all grade levels. Books dealing with contemporary problems and those recognizing minority groups and urban life were selected in order to develop greater student interest. A variety of instructional kits and programmed materials were also used to meet the special needs of the target area students.

Elementary Component: At all public schools in grades one to three, an additional teacher was added for each two classrooms to form a "3 on 2" team approach. An additional reading teacher was provided for each four classrooms at grades four to six in three of the eleven target schools; other upper grade teachers were assisted by the addition of teacher aides. At each site, a Teacher Assistant for Reading Development was assigned to assist in team planning, procure materials, stimulate in-service activities, and coordinate the teacher aide program. The amount of time devoted to reading instruction was increased from one to two hours daily for the more than 7,200 children enrolled in grades one through six. Children, whose reading problems were particularly severe were referred to remedial reading teachers for diagnosis and special individualized instruction. Eleven and one-half positions were provided to serve the public and parochial schools of the target areas. Approximately one-third of the children receiving remedial reading service were enrolled in parochial schools.

Junior High School Component: The program for approximately 2,700 students in grades seven through nine was also centered on a team approach and a reduced pupil-teacher ratio. Staff members were added to the English department of each school to reduce the teaching load of each English teacher to four instead of five periods per day. Reading specialists and teacher aides in combination with each two regular teachers formed instructional teams which have worked in the classrooms and specially-equipped reading laboratories. The instructional program has focused on reading and oral and written language skills. A Teacher Assistant for Language Development has helped to coordinate program activities, worked in team planning and curricular development and aided teachers in securing special materials and equipment.

Senior High School Component: Approximately 320 students enrolled in the target senior high school participated in the program. Six reading teachers and a teacher assistant were added to the English department to help reduce class size, develop innovative instructional techniques and materials, and provide individualized instruction in reading and related language skill areas. Approximately 140 students were selected to work with the reading teachers in small groups of six to eight. This had the effect of simulaneously reducing the sizes of the regular English classes.

The activities which are very briefly outlined above were complemented by the activities provided under Project II (guidance and attendance consultants, psychologists, clerical services, librarians, nurses), Project V (cultural enrichment

excursions and act vities), and Project VI (In-Service Education and Curriculum Development). These are described later in this summary.

Findings:

Achievement Test Results:

In order to establish a baseline picture of the achievement status of the target population and to assess the growth which occured over the program period, reading, language, and spelling tests were administered in February and May at several grade levels. A summary of the analyses of the results from six of the eight grade levels where tests were administered is presented in Table 1 on the following page. Averages, in terms of grade equivalents, are presented for results obtained at the beginning and end of the program. The difference between these averages give an indication of the amount of growth which took place over the eleven-week interval between test administrations.

It will be noted that in all but one of the mean comparisons statistically significant gains were made. Students in grades 2, 8, and 10-11 tended to make greater gains, on the whole, than in grades 4 and 6. The question of what sizes of gains might have been expected from these groups without the program may be partially answered by examining the rates of growth prior to the program's beginning.

For example, one would expect "average" sixth grade students to receive a grade equivalent score of approximately 6.6 in February. A composite average of the obtained February scores for target school area sixth grades is 4.7. In other words, prior to this program these students have progressed at a rate somewhat less than average. In this case, the rate would be estimated at approximately 70% of an average month-for-month or year-for-year rate. This same approximate rate was found at the other grade levels. During the three-month period one would therefore expect that students would gain only two months, or 0.2 grade equivalent units. In nearly two-thirds of the mean gains reported this rate was exceeded. The students have tended to gain at a faster rate during this ESEA program period than they have on the average in years prior to their being involved in the ESEA program.

The test results reported for the Remedial Reading activity indicate that for nine of the twelve comparisons, mean gains were statistically significant. Students receiving remedial instruction gained an average of approximately three months. This is particularly significant when considered in terms of learning rates (see above).

Teachers' Ratings of Student Progress:

At the beginning and end of the program teachers rated a stratified representative sample of students in terms of their proficiency in selected language skill areas. At the end of the program teachers rated each student's growth in five general areas. The latter data are summarized in Table 2. There were four categories of improvement ratings possible - "no," "little," "some," and "marked" improvement. In the table the first two and last two are grouped together.

At the elementary level teachers tended to note improvements in reading, writing, and speaking skills more often than in attendance and attitude toward school. The improvement ratings at junior high level tended to be less positive than at elementary but in each area the majority of students were felt to have made improvements.

TABLE 1

Summary of Achievement Test Results from February and May 1966 in ESEA Target Area Schools--Grades 2, 4, 6, 8, and 10-11

Grade Levels	Grade 2				Grade 4				Grade 6		Grade 8				Grades 10 & 11			
Tests Administered	Stanford Achievement Test, Primary II				Stanford Achievement Test, Intermediate I				Stanford Reading Test, Int.		California Achievement Test, Jr. High Battery				California Achievement Test, Jr. High Battery			
	Word Meaning	Paragraph Meaning	Word Study Skills	Spelling	Word Meaning	Paragraph Meaning	Word Study Skills	Spelling	Word Meaning	Paragraph Meaning	Reading Vocabulary	Reading Comprehension	Mechanics of English	Spelling	Reading Vocabulary	Reading Comprehension	Mechanics of English	Spelling
No. of Students	810	805	791	609	814	814	751	768	727	728	518	525	430	429	179	207	221	224
MEAN (Feb. '66) Grade Equiv.	1.8	1.8	1.8	1.9	3.5	3.0	2.8	3.8	4.6	4.8	6.1	6.7	6.6	7.5	7.1	7.0	6.8	7.4
MEAN (May '66) Grade Equiv.	2.1	2.0	2.1	2.4	3.6	3.4	3.0	3.9	4.7	5.1	6.4	6.9	7.1	7.8	7.1	7.4	7.1	7.8
MEAN Growth**	0.3*	0.2*	0.3*	0.5*	0.1*	0.4*	0.2*	0.1*	0.1*	0.3*	0.3*	0.2*	0.5*	0.3*	0.0	0.4*	0.3*	0.4*

* $p < .01$ - indicates mean differences which are statistically significant, i.e., differences of this magnitude would be expected by chance less than one time in one hundred mean comparisons.

** In terms of tenths of years. Removal of decimal points would give approximate "months gained."

TABLE 2

Summary of Teachers' Rating of Student Improvement made during the Spring, 1966 ESEA Program of Compensatory Education

	Grades 1 - 3		Grades 4 - 6		Grades 7 - 8	
Question: Compared to your knowledge of this student at the inception of the ESEA Project: This student's	Amount of Improvement "Little" or "No" %	Amount of Improvement "Some" or "Marked" %	Amount of Improvement "Little" or "No" %	Amount of Improvement "Some" or "Marked" %	Amount of Improvement "Little" or "No" %	Amount of Improvement "Some" or "Marked" %
1. General reading skills have shown	26	74	26	76	36	64
2. Attendance has shown	57	43	44	56	34	66
3. Attitude toward school has shown	42	58	34	66	41	59
4. General writing skills have shown	28	72	28	72	45	55
5. General speaking skills have shown	31	69	31	69	40	60
	N = 679		N = 535		N = 612	

Faculty Evaluation of Project I:

At the end of the program, all staff members were asked to complete a questionnaire designed to elicit evaluative opinions regarding various program characteristics. The responses of teachers to a representative sampling of questions related to the team teaching approach are presented in Table 3 on the following page. This is but one area covered in the comprehensive staff questionnaire. The overall impact of teacher reaction to this and other aspects of Project I is very positive. In general, they indicated that the extra personnel, materials, equipment, and services helped to improve the effectiveness of the instructional program.

Senior high staff reactions were similarly positive. These teachers felt that the program had been particularly effective in bringing about greater student self-confidence and motivation for learning.

The reader is referred to the complete "Evaluation Report-ESEA Program of Compensatory Education" for a comprehensive compilation and analysis of all data

obtained in the evaluation study. Space here permits only brief mention of selected items.

TABLE 3

Summary of Teachers' Opinions Regarding the Help or Value of the Teaching Team Approach in Spring, 1966 ESEA Program of Compensatory Education

Teachers asked to rate the help or value of the teaching team approach in the following areas:	197 Teachers Grades 1-6		42 Teachers Grades 7-9	
	"Some" or "Much" Value	"Little" or "No" Value	"Some" or "Much" Value	"Little" or "No" Help
	%	%	%	%
1. In increasing the amount of time devoted to group reading and language instruction and development	94	6		
2. In providing more opportunities for individualized instruction	89	11		
3. In providing more general assistance on seatwork and homework assignment	84	16		
5. In providing opportunities for more meaningful oral language usage	84	15		
7. In providing opportunities to work with selected students who need remedial help	87	12		
8. In providing opportunities to work with selected students who need enrichment activities	72	22		
1. Increased opportunity for individual or small group instruction			98	2
2. Increased opportunity to develop fresh and imaginative classroom methods			93	7
3. Increased opportunity to develop effective curricular and instructional materials			90	10
4. Increased opportunity for teacher-parent interaction			32	68

Conclusions

1. The majority of the students involved in ESEA Title I programs have succeeded in making significant achievement test score gains in the areas of reading comprehension, language skills, and spelling.

2. Students tended, on the whole, to progress at a faster rate than they had prior to the ESEA program.

3. Growth in reading vocabulary test scores approximated but did not exceed previous rates of growth in this area.

4. Teachers' rating of student improvements confirm the achievement test score gains in reading and written skills. Teachers also note significant improvements in student attendance, motivation, and speaking skills.

5. Staff evaluation of various program elements including the teaching teams, and special materials, equipment, and services is clearly positive.

6. The findings of this evaluation study are particularly impressive in light of the short duration of the program.

CHAPTER II

EVALUATION OF SUPPORTIVE AND AUXILIARY SERVICES

Program Description:

As a part of the ESEA Title I Program, an expanded program of auxiliary and supportive services was provided to assist both students and teachers in the ESEA target area schools. The general district services of guidance consultants, psychologists, counselors, librarians, and nurses were each augmented with additional personnel to achieve a significantly enhanced staff-student ratio, thereby providing a more realistic degree of individualized service for culturally disadvantaged youngsters than has heretofore been possible. A pre-post ESEA comparison of supportive staff-student ratios for both elementary and junior high target area schools is presented in Table 1.

TABLE 1

PRE-POST COMPARISON OF SUPPORTIVE STAFF-STUDENT RATIOS FOR ELEMENTARY AND JUNIOR HIGH TARGET AREA SCHOOLS

POSITION	ELEMENTARY		JUNIOR HIGH	
	PRE ESEA	POST ESEA	PRE ESEA	POST ESEA
Guidance consultant	1:6400	1:2500	1:4500	1:1300
Psychologist	1:8000	1:4800	1:8000	1:800
Counselor	None	None	1:390	1:230
Librarian	0:8300	1:975	1:900	1:450
Nurses and Nurse Assistants	1:1400	1:830	1:1100	1:450

It should also be noted that one full-time-equivalent guidance consultant position was assigned to provide service to the seven parochial schools in the target area.

In addition to providing increased individualized and specialized services to students, these personnel, working as integral members of the instructional team, were able to assist somewhat in program planning and development as well as provide significant information regarding the underlying causes of individual student's educational problems. Furthermore, through the expansion of these services it was possible to increase parental contacts, thereby increasing their awareness of their children's specific educational difficulties as well as providing an effective public relations channel.

Findings:

Each member of the ESEA instructional staff was asked to complete a questionnaire, related to the several activities of the ESEA project. From this questionnaire, selected questions have been extracted for use here to indicate the type of responses elicited from staff members regarding their opinions of the auxiliary and supportive services. Tables 2 and 3 present the percentage responses of both elementary and junior high school ESEA instructional staff members.

TABLE 2

ESEA ELEMENTARY SCHOOL STAFF RESPONSES TO SELECTED QUESTIONS RELATED TO SUPPORTIVE AND AUXILIARY SERVICES

N=269

Service of	Question	Degree of Helpfulness: Much	Some	Little	No	Don't Know	Does Not Apply	No Response
		%	%	%	%	%	%	%
Guidance Consultant	How helpful has the consultant been in identifying and studying emotional problems affecting student learning	14.5	18.2	17.1	21.9	7.1	17.8	3.3
Psychologist	How helpful has the psychologist been in providing aid in the early diagnosis of learning problems	12.3	14.9	17.1	23.8	9.3	17.8	4.8
Librarian	How helpful has the librarian been in increasing the circulation of library books	69.9	17.5	5.9	0.4	1.1	1.9	3.3
Nurse	How helpful has the nurse been in assisting students to receive needed health service	63.6	26.4	4.1	1.1	2.6	1.1	1.1

Also notable is the manner in which the ESEA elementary principals responded to the same questions presented in Table 2. The principals' responses to these questions ranged from 90.6 to 100% in the categories of "Much" and "Some Help."

TABLE 3

ESEA JUNIOR HIGH SCHOOL STAFF RESPONSES TO SELECTED QUESTIONS RELATED TO SUPPORTIVE AND AUXILIARY SERVICES

N=44

Service of	Question	Degree of Help or Effect: Much	Some	Little	No	Don't Know	Service Not Observed	Service Not Available	No Response
		%	%	%	%	%	%	%	%
Guidance Consultant	How helpful has the consultant been in evaluating and assessing students' social, educational, and emotional problems	18.2	31.8	34.1	11.4	2.3	2.3	-	-
Psychologist	How helpful has the psychologist been in interpreting data obtained from psychological testing	15.9	22.7	29.5	18.2	2.3	11.4	-	-
Counselor	How much effect have increased individualized counseling services had in promoting student learning	22.7	43.2	11.4	-	22.7	-	-	-
Instructional Media Specialist	How helpful has the Instructional Medial Specialist been in expanding the library program for greater utilization	68.2	11.4	4.5	4.5	2.3	6.8	2.3	-
Nurse	How helpful has the nurse been in assisting students to receive medical health services	29.5	22.7	15.9	6.8	-	18.2	6.8	-

Notable again is the response of the ESEA junior high school principals to the same questions found in Table 3. One hundred percent of the principals responded to these questions in the categories of "Much" and "Some Help."

Although the parochial schools received only the services of the guidance consultant, it is important to note that 100% of the responding parochial school principals considered the guidance consultant's services to be of "Much" or "Some Help" in the area of evaluating students' social and emotional problems.

Conclusions:

It is apparent that the auxiliary and supportive services component of the ESEA project significantly reduced the staff-student ratios to a level whereby greater numbers of students in the ESEA target area schools could be given the type of specialized, individualized services they needed to promote successful school experiences.

The responses of both ESEA instructional staff members and principals indicate the general success of the phase of the ESEA project, as well as point out some of its problems. Perhaps the most pertinent of the indicated problems is that of further opening direct channels of communication between the auxiliary services personnel and the instructional staff to facilitate a more cohesive, interdependent approach toward solving the educational, social, emotional, and health difficulties of the youngsters in the ESEA schools.

The gross evaluation of this phase of the ESEA project based upon the findings presented herein should be interpreted with caution. The brief time span of the project, together with associated staffing, organizational, and procedural problems inherent within the establishment of a program of this magnitude are all factors which must be considered.

At this juncture, however, there is strong evidence to indicate that the auxiliary and supportive services component of the ESEA project has been successful in achieving its major objective--providing needed, expanded services to the culturally disadvantaged students in the target area schools.

CHAPTER III

EVALUATION OF ESEA SUMMER SCHOOL PROGRAMS

Program Description:

More than 4,500 students were enrolled in the largest summer school program offered by the Oakland Public Schools. Approximately 3,700 children in grades K-5 were involved at 11 sites; an additional 850 in grades 6-12 were served at 4 secondary sites. Of the total group, 300 children were from target area parochial schools.

The primary purposes of the summer school program were: (1) extending levels of reading and language achievement and the prevention of summer learning losses; (2) enriching the experiential backgrounds of the children as a foundation for encouraging greater achievement; (3) stimulation of educational motivation growth; and (4) building greater self-confidence in the individual students.

At the elementary level the three-hour sessions were equally divided into the areas of reading, language arts, and enrichment motivational activities. Students in secondary schools attended two classes - 1½ hours of language development (English) and 1½ hours of electives selected from a broad range of subjects ranging from the fine to the practical arts. The supportive services of psychological consultants, nurses, teacher aides, and enrichment activities were provided. At both elementary and secondary levels mid-morning nutritional snacks were a regular feature.

Findings:

A summary of pre and post achievement test results at selected grade levels is presented in Table 1 below.

TABLE 1

SUMMARY OF ACHIEVEMENT TEST SCORES OF PARTICIPANTS IN ESEA SUMMER SCHOOL PROGRAM - SUMMER, 1966

	ELEMENTARY SUMMER SCHOOL						JR. HIGH SUMMER SCHOOL					
GRADE LEVELS	GRADE 1		GRADE 2		GRADE 4		GRADE 6		GRADES 7-8			
	STANFORD READING TEST PRIMARY I		STANFORD READING TEST PRIMARY II		STANFORD READING TEST INT. I		STANFORD READING TEST INT.		CALIFORNIA ACHIEVEMENT TEST JR. HIGH BATTERY			
	WORD READING	PARAGRAPH MEANING	WORD MEANING	PARAGRAPH MEANING	WORD MEANING	PARAGRAPH MEANING	WORD MEANING	PARAGRAPH MEANING	READING VOCABULARY	READING COMPREHENSION	MECHANICS OF ENGLISH	SPELLING
NO. OF STUDENTS	395	395	409	409	328	328	102	102	133	157	151	152
MEDIAN (MAY 27) GR. EQUIVALENT	1.5	1.5	2.1	2.0	3.5	3.1	5.2	4.6	5.3	6.3	6.3	7.1
MEDIAN (JULY 20 - ELEM.) (JULY 27 - JR. HI) GR. EQUIVALENT	1.6	1.5	2.1	2.0	3.7	3.1	5.7	5.5	5.8	6.4	7.2	7.4
GROWTH AT MEDIAN	0.1	0.0	0.0	0.0	0.2	0.0	0.5	0.9	0.5	0.1	0.9	0.3

At the elementary level, only two of the six pre-post median comparisons reveal growth over the two-month period. However, median score increases at junior high level (grades 6-8) are appreciable on the whole; considerably more than would be expected for even "average" students.

In contradiction to the test results at elementary level, teachers, parents, and upper grade students indicated in questionnaire responses that they felt students had generally made achievement growth in the area of reading. At both elementary and secondary levels parents and teachers felt the greatest areas of growth had been student self-confidence and educational motivation. It is interesting to note that parents of elementary students fairly frequently indicated that they felt that summer school had been instrumental in broadening their children's interest. Three-fourths of the elementary students sampled indicated that they would like to attend summer school again. While the responses of secondary students were less positive on that point, over 75% felt that they had made significant learning gains.

A complete presentation of the data briefly mentioned above will be found in Chapter III of the full report.

Conclusions:

1. Parents, students, and teachers were clearly positive in their reactions to the summer school programs at both elementary and secondary levels.

2. Parents and staff noted positive shifts in attitudes toward self and in educational motivation.

3. Achievement test results suggest that only slight achievement gains were made by elementary level participants.*

4. Gains in achievement test scores at secondary level are sizable and particularly impressive for a group of students which was from 1½ to 2 years below grade level at the beginning of the program.

*Achievement test results of the year's summer school program at elementary level are not directly comparable to those of previous years since (1) different instruments have been used and (2) student populations may be expected to be different because of varying methods of selection or enrollment.

CHAPTER IV

EVALUATION OF EARLY CHILDHOOD EDUCATION PROJECT (PRE-SCHOOL AND KINDERGARTEN)

Pre-School Component:

Program Description:

At the beginning of the ESEA program (February 1966) the EOA pre-school operation at one school in the target area was transferred to ESEA funding. At this site two teachers worked with a total of 100 children. Each half-day class was composed of 25 children who were beginning their second semester of pre-school experience and would enter kindergarten in fall 1967. Major objectives of the program centered around the augmentation of language, cognitive, and social-emotional development of children from disadvantaged neighborhoods primarily to increase early chances of success in the elementary school program.

Findings:

This preliminary report is based on data available up to this point. Since this pre-school program, which was funded as part of the ESEA Compensatory Education program, had previously been part of an EOA pre-school operation, the evaluation plan established for the latter is being continued.

Pre- and post- teachers' ratings of the students at the ESEA site indicate that teachers have observed changes in students in all rating areas. While all of these tendencies are in directions congruent with program objectives, only the shifts in ratings on seven items have been proven to be statistically significant. Questionnaire responses of 35 (87.5%) of the pre-school program staff indicate that the program has been successful in positively influencing the attending children, parents of the children, and the staff members themselves.

More complete evaluative data will be available when follow-up testing is completed in the fall of 1966.

Conclusions:

At this preliminary stage in reporting, the subjective data available suggest that the program has been successful in augmenting the readiness of the participating children for learning in kindergarten and the early primary grades.

Kindergarten Component:

Program Description:

A teacher aide, generally a local parent, was employed to work in each half-day kindergarten to assist teachers in the maintenance of attractive, effective room environments, to give children greater opportunities of meaningful adult contacts, and to release teachers from the need to perform certain routine clerical tasks so that the teacher could devote a greater proportion of her time to fostering the maximal intellectual, social, and emotional growth of each child. The program featured the provision of enriched qualities and types of instructional materials and equipment and opportunities to participate in a number of cultural enrichment excursions.

Findings:

In questionnaire responses, large percentages of the teachers indicated that they had received valuable assistance from the teacher aides working with them. They felt that these aides had been able to effectively relate and interact with the students and to significantly relieve them of numerous routine clerical tasks.

While only limited amounts of the supplementary equipment and materials had arrived during the semester, teachers felt that, when available, it had been extremely useful.

The reader is referred to Chapter V for the evaluation of Cultural Enrichment Activities.

Conclusion:

Overall, the results derived from the questionnaire reflect a distinct positive trend in the evaluation of the added personnel, equipment and supplies.

CHAPTER V

EVALUATION OF THE CULTURAL ENRICHMENT PROGRAM

Program Description:

Under the cultural enrichment phase of the ESEA project, allotments of $5.00 per student at the elementary and parochial target schools and $7.00 per student at the junior high target schools were provided to cover the cost of (1) transportation for educational trips, (2) selected admission charges for attending such activities as symphony, ballet, and opera performances, and (3) fees for school site assembly programs, speakers, movies, etc. Provisions for expenditure of these funds were as follows:

1. 65% for educational trips (transportation)
2. 25% for admission charges
3. 10% for fees for on-site cultural activities

A teacher on special assignment was provided to coordinate the activities of the cultural enrichment program. Parents were encouraged, whenever possible, to take part in the program and act as chaperones or interested participants.

Findings:

The extent to which elementary, junior high, and parochial school students participated in cultural enrichment excursions and on-site activities is presented in Table 1.

TABLE 1

ELEMENTARY, JUNIOR HIGH, AND PAROCHIAL SCHOOL EXCURSIONS AND ON-SITE ACTIVITIES

Type	Group	EXCURSIONS			ON-SITE ACTIVITIES		
		No. of Excursions	No. of Students*	Percent of Target Population**	No. of Activities	No. of Students*	Percent of Target Population**
Fine Arts	Elementary	16	467	5.6%	5	2,675	32.1%
	Jr. High	7	277	10.1	4	3,259	119.3
	Parochial	5	25	2.6	-	-	-
Business, Industry, & Government	Elementary	94	4,212	50.6	-	-	-
	Jr. High	14	995	36.4	-	-	-
	Parochial	6	166	17.5	-	-	-
Science & Historical	Elementary	97	4,198	50.5	4	695	8.4%
	Jr. High	10	457	16.7	-	-	-
	Parochial	17	468	49.3	-	-	-
Recreational/ Instructional	Elementary	31	13,852	166.5	39	18,921	227.4
	Jr. High	39	1,367	50.1	5	2,436	89.2
	Parochial	194	2,171	228.5	18	1,643	172.9
Schools & Colleges	Elementary	15	255	3.1	-	-	-
	Jr. High	7	154	5.6	-	-	-
	Parochial	2	59	6.2	-	-	-
Group Totals	Elementary	539	22,984	276.3	48	22,291	267.9
	Jr. High	77	3,250	118.9	9	5,695	208.5
	Parochial	224	2,889	304.1	18	1,643	172.9
Grand Total		840	29,123	242.7%	75	29,629	246.9%

* Figures do not represent unduplicated count.

** Populations: Elementary 8,321, Jr. High 2,731, Parochial 950.
Percentages in excess of 100% are due to multiple student participation.

A series of questions, related to the cultural enrichment phase of the ESEA project, were submitted to ESEA instructional staff members and principals. Responses to one of these questions are presented in Table 2 to indicate the general opinion of principals and staff members relative to the effect of the cultural enrichment activities.

TABLE 2

STAFF RESPONSES TO QUESTIONNAIRE ITEM RELATED TO CULTURAL ENRICHMENT PROGRAM

QUESTION: "How much effect has the cultural enrichment program had in providing students with needed experiential background for increased perceptual and intellectual development?"

GROUP	Much Effect	Some Effect	Little Effect	No Effect	Don't Know	Activity Not Observed	Activity Not Available	No Response	N
	%	%	%	%	%	%	%	%	
K - 6 Staff	70.5	25.0	2.4	0.3	1.0	0.3	-	0.3	292
Elementary Principals	45.5	54.5	-	-	-	-	-	-	11
7 - 9 Staff	25.0	34.1	20.5	13.6	4.5	-	-	2.3	44
Jr. High Principals	100.0	-	-	-	-	-	-	-	3
Parochial Principals	33.3	50.0	-	-	-	-	-	16.7	6
								Total	356

It should also be noted that a number of parents of students in ESEA schools were interviewed and asked to express their opinions about the program. Of those responding, approximately 95 percent considered both the excursions and on-site cultural enrichment activities to be "Very" to "Somewhat" valuable.

Conclusions:

It is evident from the responses of school personnel and parents that the cultural enrichment phase of the ESEA program was highly regarded. Students were provided with a variety of cultural experiences which, to many, were heretofore unavailable.

The data presented in Table 1 indicate the need to involve even more students in cultural activities, as well as to provide for greater diversification of those activities in the future. However, when one considers the short duration of the program, the number of students who participated in one or more types of cultural activities is encouraging.

CHAPTER VI

DESCRIPTION OF IN-SERVICE EDUCATION AND CURRICULUM DEVELOPMENT PROJECT

Introduction:

The Oakland Public Schools recognize the need for increased in-service training for staff members. The need for this assistance results from the lack of preparation of many teachers at the teacher-training institutions in the area of educating disadvantaged children and also the incongruence of the cultural backgrounds of most teachers with those of the students with whom they are working.

There are many difficulties inherent in evaluating the effectiveness of any in-service program. Because of these difficulties, as well as time schedule limitations, this report focuses on a description of the various activities and services carried on during the 1966 spring semester rather than upon the findings from an empirical study. Because of the descriptive nature of this report, it does not follow the report format used in the other evaluation studies.

Program Description:

Teacher on Special Assignment:

One Teacher on Special Assignment was placed in charge of in-service activities. A number of the responsibilities this person assumed were: developing schedules and arranging sites and publicity for in-service activities; arranging for resource personnel; arranging participation of parochial personnel; preparing reports on general in-service activities.

In-Service Experiences for Professional Personnel - Elementary:

Teachers on Special Assignment in Reading: Three Teachers on Special Assignment performed the following duties: participated in faculty in-service meetings in the area of reading; instructed staff on the use of new supplies and curriculum materials; assisted in the implementation of the "3 on 2" program at individual schools; assisted in training of aides; assisted in implementation of reading workshops at individual schools.

Teaching Team: Four teaching team members, allowed considerable flexibility in time scheduling, spent periods of from one to two weeks assisting individual teachers with specific areas of the curriculum. A number of duties performed were: conducting demonstration teaching; participating in in-service meetings and workshops related to instructional techniques and materials; assisting in planning and implementation of daily activities and instruction in large numbers of target area classrooms; consulting on elements related to human relations in the school.

Teacher Assistant for Reading Development: One full-time teacher was provided at each school site to assist in the coordination of the school compensatory education program and to assist in the development of in-service training at the school site. Duties included: participating in weekly meetings with teacher teams at the local site; developing and sharing techniques and materials with teachers; conducting demonstration teaching; conducting on-site consultant services in the use of new materials such as the Sullivan programmed reading materials

Supervisor of ESEA Elementary Schools: In addition to her regular supervisory duties, the elementary supervisor consulted regularly with the various personnel listed above. During these meetings she offered guidance and direction for the various activities included in the total district ESEA program.

In-Service Experiences for Professional Personnel - Secondary:

Teacher Assistant for Language Development: One teacher was provided at each of the three junior high schools to assist with program coordination and in-service training activities. The head of the English Department of the senior high school participating in the program performed the dual role as teacher assistant and chairman of the English Department. Their duties included: orientating new teachers; conducting weekly meetings with teams of English and reading teachers; planning and organizing reading and language units; sharing techniques and materials; and conducting demonstration teaching.

Teaching Teams: One junior high team member and two senior high team members each carried a regular teaching load for two periods a day and were released for the remainder of the day for in-service activity. In-service activities included sharing information and techniques with classroom teachers; conducting demonstration teaching; assisting in the orientation of new teachers.

Secondary Supervisor of Reading: One additional supervisor was employed to serve as a special consultant in reading at the secondary level. She met regularly with local site teams and the teacher assistant and assisted in the direction and coordination of the total district ESEA program at the secondary level.

Consultant Services:

A number of consultants were engaged to make presentations of materials and information. Illustrations of some of the activities were: 1) presentation of pre-reading kit materials to kindergarten and first grade teachers; 2) presentation by publishers on new reading materials for teachers of grades 3 - 6; 3) a pilot junior high teachers workshop, "Cultural Patterns of Differential Youth in Marginal Schools" directed by staff members of the University of California Department of Criminology; 4) presentation on reading disabilities at the high school level.

In-Service Activities for Supportive Personnel:

Instructional Media Specialists: Monthly meetings were held for librarians and instructional media specialists. These meetings included, among other activities, a field trip to a school in another district and the use of story-telling specialists.

Counselors and Guidance Consultants: A three-day workshop concerned with "group techniques in counseling minority youth" was conducted by the head of the psychology department of one of the state colleges.

Conference Attendance:

A total of 51 ESEA professional staff members attended various out-of-district workshops and conferences. Included in these were meetings sponsored by the National Council of the Teachers of English held in Santa Barbara and the meeting of the International Reading Association held in Dallas, Texas.

Parochial School Involvement:

Parochial school personnel were invited to attend in-service meetings involving the demonstration of new reading materials. Members of the parochial school professional staff also attended the consultant service activity initiated during the summer school program.

In-Service for Teacher Aides:

One teacher was employed to facilitate the training and coordination of all teacher aides employed through the ESEA program. This person assisted in the planning of orientation meetings for aides; developed a bulletin providing guidelines for aide responsibilities and activities; and assisted in the in-service training of aides at the local school site. Also, teacher assistants at each school site held weekly in-service meetings with the teacher aides.

CHAPTER VII

EVALUATION OF TEACHER AIDE SERVICES

Program description:

A total of 219 parents residing within the attendance areas of the ESEA elementary, junior high, and senior high schools were employed as Teacher Aides to (1) provide assistance and service enabling more individualized instruction as a means of stimulating pupil improvement in reading and language skills, and (2) provide the schools with opportunities for developing closer relationships with the community from which the deprived child comes.

Each of the aides was employed on a half-time basis, thereby providing teachers with three hours of Teacher Aide assistance daily. Services of the Teacher Aides was distributed as follows:

Grade Level	Number of Aides
K-6	190
7-9	26
10-12	3
Total	219

Findings:

The positive manner in which elementary and junior high staff members and principals rated the degree of value or helpfulness of the teacher aides is presented in Tables 1 and 2.

TABLE 1

ELEMENTARY STAFF RESPONSES TO QUESTIONNAIRE ITEM RELATED TO TEACHER AIDES

Question	Group	Much Value	Some Value	Little Value	No Value	N
		%	%	%	%	
How valuable have the teacher aides been in the classroom in performing duties not requiring full professional levels of competency?	Elementary Teachers	58.5	25.4	9.9	6.3	152
	Elementary Principals	90.9	9.1	-	-	11

TABLE 2

JUNIOR HIGH STAFF RESPONSES TO QUESTIONNAIRE ITEM RELATED TO TEACHER AIDES

Question	Group	Much Help	Some Help	Little Help	No Help	Don't Know	Service not Observed	N
		%	%	%	%	%	%	
How helpful have the teacher aides been in assisting teachers and students?	Jr. High Teachers	61.4	27.3	6.8	-	2.3	2.3	44
	Jr. High Principals	100.0	-	-	-	-	-	3

When asked to rate the specific services performed by teacher aides, teachers in grades K-6 considered the following to be of greatest service:

Service	Percent of Response (Usually, Always)
1. Helped in providing enriching experiences	80
2. Assisted in maintenance of room environment	74
3. Assisted in use of ditto and other equipment	71

Those areas of least service were considered to be:

Service	Percent of Response (Never, Seldom)
1. Participation in student interaction	17
2. Helped to encourage children to communicate	15
3. Assisted students to and from class	15

Junior high school teachers considered the following services of teacher aides to be of greatest value:

Service	Percent of Response (Usually, Always)
1. Assisting with small clerical tasks	75
2. Assisting students to and from class	73
3. Participating in small group interaction	73

Those areas of least service to junior high teachers were:

Service	Percent of Response (Never, Seldom)
1. Assisting in preparing materials	41
2. Assisting in use of ditto and other equipment	36
3. Assisting in providing enriching experiences	26

It is also interesting to note that 91 percent of the parents interviewed considered the services of the teacher aides to be of value to both students and teachers.

Conclusions:

Evident in the analysis is the fact that school personnel and parents considered the services of the teacher aides to be a valuable part of the ESEA program.

It is also evident that the general type and relative value of the various services performed by the teacher aides depended almost exclusively upon the teacher or teachers under whose supervision the aide was assigned.

There is evidence to indicate that the assistance of the teacher aides relieved the teachers of many non-teaching tasks, thereby providing more time for teachers to assist students in overcoming educational difficulties.

CHAPTER VIII

REPORT OF PARENT INTERVIEW SURVEY REGARDING ESEA PROGRAM SERVICES

Project Description:

As another part of the study of the impact of the ESEA Title I program an interview survey was conducted with a sample of parents whose children were enrolled in the district's compensatory education program. This survey, involving a random sample of 433 parents, was conducted during the six-week period beginning June 2, 1966, and ending July 15, 1966.

The selection of parents interviewed was based upon a proportional representation of students with controls placed upon three student characteristics: reading level, sex, and grade level. The 433 completed interviews represent 4.2% of the total regular student enrollment in the Target Area schools at the time of the sampling. Obviously, this percentage is an understatement because most families have more than one child and the total number of households in the Target Area is, therefore, substantially smaller than the student enrollment figure which was used as the basis for the percentage calculation.

Four interview schedules (based on pupil grade level) for parents were developed to obtain opinions about the various activities and services offered in the ESEA program. Consultant service during the development of the interview schedules was received from the University of California Survey Research Center in Berkeley.

Ten parents, residing within the ESEA Target Area but not professionally associated with the schools, were employed to conduct the interviews. Other interviewers worked only part-time because of vacations and other part-time employment. A two-day training session was provided for the interviewers prior to the beginning of the survey. The training included information related to ethics and etiquette of interviewing; the approach of the interviewer; establishment of interviewer relations; and reporting the interview.

Findings:

Since the number of items in the four interview schedules ranged from 21 to 34 questions, it is possible to give only a very brief account of the findings in this abstract. Results for three key questions are tabled, therefore, to illustrate the general trends of the parent responses.

Table 1 below presents the parent reactions to the question "What is your opinion about your child's ability to do the work in school now as compared to last fall?"

TABLE 1

PERCENTS OF PARENT RESPONSES TO QUESTION ON CHILD'S ABILITY TO DO SCHOOL WORK AT END OF SCHOOL YEAR AS COMPARED TO LAST FALL

Grade Level	Much more easily understood now	Somewhat more easily understood now	A little more easily understood now	No Change	Don't Know	Total Number Responding
Kindergarten	42.2	19.6	23.5	9.8	5.3	51
Elementary (1-6)	40.7	25.6	18.1	12.2	3.3	270
Junior Hi. (7-9)	28.4	31.8	25.0	11.4	3.4	88
Senior Hi. (10-12)	26.3	31.6	5.3	36.8	-	19
Total	37.6	26.4	19.6	12.9	3.5	428

Table 2 provides responses to the question, "How helpful do you feel this new program is in helping your child to improve his reading ability?"

TABLE 2

PERCENTS OF PARENT RESPONSES TO QUESTION ON HOW HELPFUL ESEA PROGRAM HAS BEEN TO IMPROVE CHILD'S READING ABILITY

Grade Level	Very Helpful	Somewhat Helpful	Of Little Help	Of No Help	Don't Know	Total No. Responding
Elementary (1-6)	54.3	27.9	10.5	1.9	5.4	258
Junior High (7-9)	30.5	42.7	9.8	8.5	8.5	82
Senior High (10-12)	33.3	38.9	5.6	11.1	11.1	18
Total	47.8	31.8	10.0	3.9	6.4	358

Table 3 presents parent responses to the question "What is your general impression of the job the Oakland Public Schools are doing in educating the children in your family?"

TABLE 3

PERCENTS OF PARENT RESPONSES TO THE QUESTION ON HOW WELL THE OAKLAND PUBLIC SCHOOLS ARE EDUCATING THE CHILDREN IN THE ESEA TARGET AREA

Grade Level	Excellent	Good	Fair	Poor	Don't Know	Total No. Responding
Kindergarten	28.8	50.0	21.2	0	0	52
Elementary (1-6)	42.1	41.3	14.4	1.1	1.1	271
Junior High (7-9)	21.3	52.8	19.1	5.6	1.1	89
Senior High (10-12)	10.5	68.4	10.5	10.5	0	19
Total	34.8	45.9	16.0	2.3	.9	431

Conclusion:

In relation to the question concerning parental awareness of the formal ESEA program it was found that slightly over one-half of the respondents did have a knowledge of the ESEA program. For many of those indicating they were not familiar with the formal program being conducted in the Target Area, their responses to specific questions later in the interviews revealed an awareness of improvements in their children's achievement and of additional services provided in the individual schools where their children attend. However, because of the substantial number of respondents indicating they were not aware of the total program, it appears that greater effort should be made in the future to inform parents more completely about the nature of the program.

Generally, parent responses reflect a consistent positive reaction to the specific services of the ESEA compensatory education program and to the Oakland Public Schools educational program in general. Of the total of 433 parents interviewed only 30, or 7%, indicated that they have had any problems in working with the schools their children attend. In general, parents are pleased with the ESEA program. They feel that their children are achieving better, have greater interest in their school work and are receiving improved service and attention.

AWB:vm
9/13/66